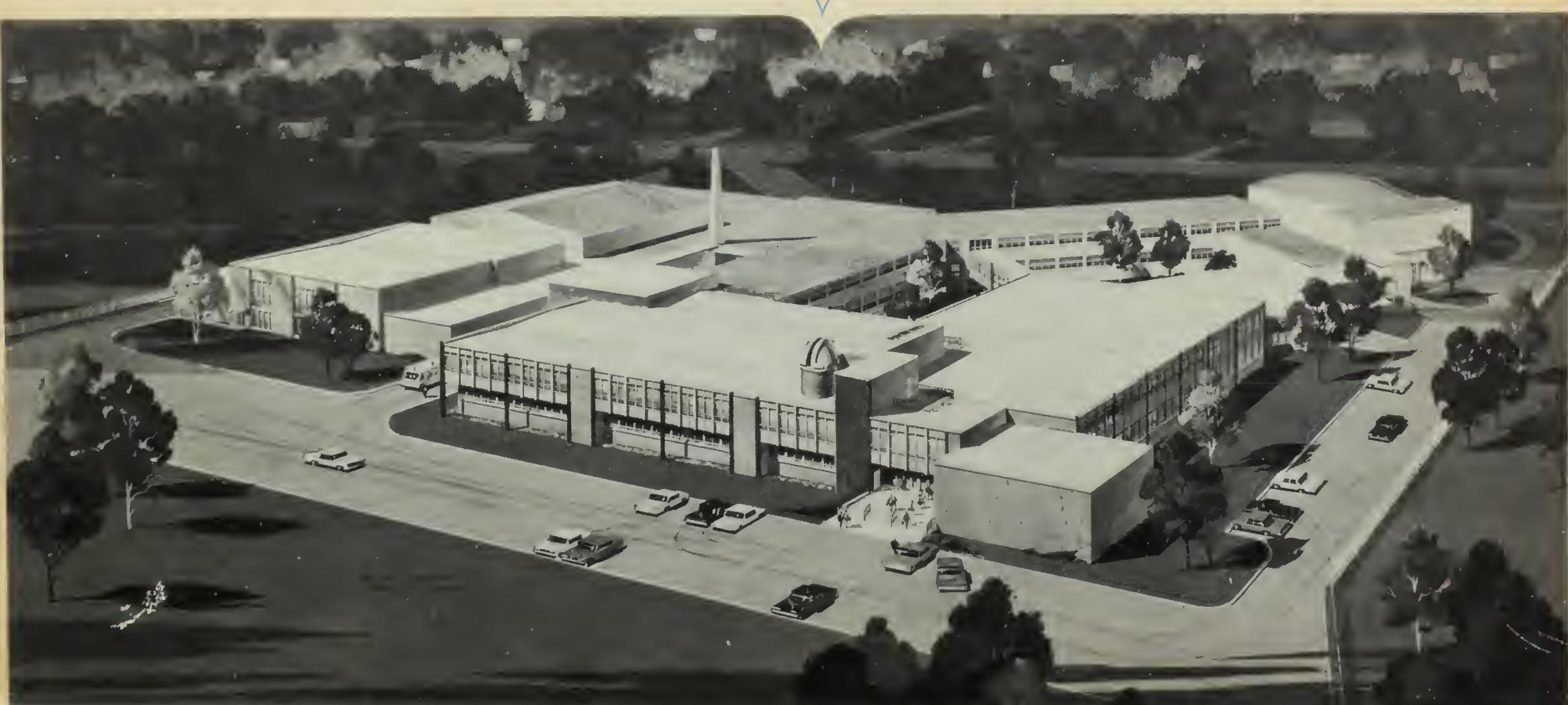


# DEDICATION

## MARPLE-NEWTOWN SENIOR HIGH SCHOOL

MAY 15, 1966



Painted By  
The Lord Family  
Pennview Ave



MARPLE-NEWTOWN SENIOR  
HIGH SCHOOL BUILDING

**PROGRAM OF  
DEDICATION**

Musical Prelude and the

\*National Anthem . . . . . Marple-Newtown Senior High  
School Band  
Ronald Smith, Director

\*Invocation . . . . . Rev. Wm. T. Moore, Jr.  
Marple-Presbyterian Church

Introduction of Guests . . . . Dr. Kermit M. Stover  
Supt. of Schools

Remarks . . . . . Nelson W. McCloskey

Buchart Associates, Architects

T. Wilson Wardle, Chairman  
Marple-Newtown Joint School  
Authority

William E. Rudloff, President  
Marple-Newtown Joint School  
Board

Choral Selections . . . . Marple-Newtown Senior High  
School Concert Choir  
Richard E. Gwirtz, Director

Remarks . . . . . Vincent J. Sauers  
Principal, Marple-Newtown  
Senior High School

\*Benediction . . . . . Rev. Paul Maloney  
Principal, Cardinal O'Hara  
High School

Musical Postlude . . . . Marple-Newtown Senior High  
School Band  
Ronald Smith, Director

\*Audience please stand.



## MARPLE-NEWTOWN JOINT SCHOOL AUTHORITY

T. Wilson Wardle, Chairman  
William Frick, Vice Chairman  
Robert C. Goodman, Sec.-Treas.

Edward T. Clute  
Harry H. Gorman  
Rudolph Hirsch

## MARPLE-NEWTOWN JOINT SCHOOL BOARD

William E. Rudloff, President  
Robert C. Gauntlett, Vice President  
Robert G. Raske, Secretary  
Mrs. Fay Scherr, Treasurer  
Joseph A. Cerritelli  
William S. Culbertson  
William T. Davis

Joseph W. Matt  
William T. Minshall  
Richard C. Molden, Jr.  
John M. Muroff  
Vram Nedurian, Jr.  
Leroy S. Sauder  
Rolland H. Smith

## DEDICATION COMMITTEE

Mrs. Fay Scherr, Chairman  
William C. Capriotti  
Joseph Cerritelli  
Mrs. Gale Frazier  
Roland Grimsley

Miss Faye Lewis  
Joseph W. Matt  
Richard C. Molden, Jr.  
Harvey Roth  
Vincent J. Sauers



The Messrs. Bonder, Kingsbury and Sauers head the administrative staff of the Marple-Newtown Senior High School.

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## **MARPLE-NEWTOWN SENIOR HIGH SCHOOL ADMINISTRATIVE STAFF**

Vincent J. Sauers, Principal

Louis J. Bonder, Asst. Principal

Keith I. Kingsbury, Asst. Principal

# **PROFESSIONAL STAFF**

## **ADMINISTRATION**

Vincent J. Sauers, Principal  
Louis J. Bonder, Asst. Principal  
Keith I. Kingsbury, Asst. Principal

## **ART**

Harvey Roth, Chairman  
Cornelia Morton

## **BUSINESS EDUCATION**

Harry Harvey, Dept. Head  
Joseph George  
Roberta Hunter  
Kay Miller  
Peggy Ann Minacci  
Shirley Self

## **DISTRIBUTIVE EDUCATION**

Philip Robinson

## **DRIVER EDUCATION**

Edward Rush  
Walter Yost

## **ENGLISH**

Frances Nye, Dept. Head  
Samuel Alfonsi  
Mildred Cadwalader  
William Capriotti  
Robert Dye  
Vance Enck  
Norma Michaelson  
Jane Reid  
Gene Rochberg  
Mildred Stevenson  
Peter J. Tkatch  
Bernard Walters

## **FOREIGN LANGUAGES**

Stephen Kachur, Dept. Head  
Mary Jo Ambrose  
Siegfried Boettjer

Olga Colli  
Mary Lee DeWitt  
Joanne DiLauro  
Walter Freeman  
Flora Giannini  
Dusan Glumac  
Dolores Lucci  
Serita Spadoni  
Virginia Woerner

#### **GUIDANCE**

Bruce Dimmick, Chairman  
William Brown  
Edward Grubbs  
Ann Speer

#### **HISTORY**

Harold Miller, Dept. Head  
John Conley  
James Henwood  
James Milne  
Thomas Sanelli  
William Scott  
Sandra Shaber  
Earl Shores  
Jane Thompson  
David Williams  
Joan Woods

#### **HOMEMAKING**

Mary Jane Fuoco  
Barbara Shaw

#### **INDUSTRIAL ARTS**

Paul Bordenkercher  
Raymond Johnston  
Philip Stauffer  
Charles Wagner

#### **LIBRARY**

Georgeanna Riley

**MEDICAL**  
Janice Mannino

**MATHEMATICS**  
Faye Lewis, Dept. Head  
Paul Dobransky  
John Esch  
Dorothy Kemble  
Virgil LaPenta  
Terese Levin  
John McGowan  
Marghrita Oneil

#### **MUSIC**

Joseph Doran, Dept. Head  
James Bustard  
Richard Gwirtz  
Ronald Smith

#### **PHYSICAL EDUCATION**

Robert Pittman, Dept. Head  
Vera Egner  
Lance Miller  
Susan Parkinson  
Dorothy Rose  
William Watson

#### **SCIENCE**

James DeRose, Dept. Head  
Paul Billett  
Robert Burleigh  
Stanley Cochran  
Margaret Dunn  
Thelma Ekstrom  
Henry Fetterman  
David Heinrick  
Thomas Jeffery  
John Metka  
Gyda Otten  
Richard Smith



Miss Carol Reuter and Mr. Joseph Myers prepare materials for use in data processing machines.

## DATA PROCESSING



All administrative and instructional areas are staffed with efficient and competent secretaries and clerks.

## CLERICAL STAFF

Virginia McLaughlin  
Joyce Bates  
Gloria Adler  
Cecile Sauder  
Rosemary Mollure  
Edna Correll  
Gale Frazier  
Elsie Rich  
Ethel Doane

Edith Thomas  
Ida O'Neil  
Elsie Scherr  
Mary Jane Bonekat  
Betty Williams  
Carol Reuter  
Norma Giordano  
June R. Cope  
George Simon



A large cafeteria staff prepares tempting and wholesome food for hungry and growing high school students.

## CAFETERIA STAFF

Gloria Duff  
Frances Schmid  
Phyllis Wall  
Yolanda Shauger  
Jeanne Newton  
Helen Orr  
Margaret Cini  
Louise Broadbelt

Elizabeth Hanson  
Jane Thompson  
Mary Caracino  
Hazel McDonald  
Dina Korbér  
Jacquelyn deBidart  
Nancy Tross  
Roland Grimsley

## BUS DRIVERS

Eugene F. Barycki  
Harry E. Bower  
George J. Bradley  
Charles J. Buchanan  
Richard Cahill  
Frank M. Capozzi  
Raphael J. Castaldi  
Harry J. Cavalier  
Herbert M. Cross  
Robert E. Curran  
Arthur W. Danby  
Raymond H. Davis  
Edward E. Ennis  
Harry A. Fear  
Dennis C. Garehan  
John A. Harris  
Thomas Heagney  
Lewis E. Hildenbrand, Jr.  
John S. Kerns  
Thaddeus I. Konieczka  
James J. Laun  
Joseph C. Lilley  
Philip H. Lock  
Robert B. Logan  
Caranzo Long  
Fred G. Lubher, Sr.  
Chas. W. Matson, Jr.  
John H. Miller  
Elizabeth A. Milliken  
George S. Milliken  
Norman R. Moorehead  
Chas. A. Norton  
Howard A. Rankin  
Earl S. Robinson, Jr.  
Richard H. Sailor  
Salvatore R. Severina  
William H. Standen  
Donald E. Swansus  
Walter Weaver  
George G. Young

## CUSTODIANS

Chas. H. Clark  
Edward J. Colosima  
Beulah B. Dean  
Walter A. Dean  
Jefferson Hedgman  
Chas. W. Jenkins  
Mabel M. Jenkins  
Walter A. Konoza  
Hilda F. Lashinsky  
Frank G. Murphy  
Otley C. Pennock  
John T. Simpson  
John T. Walterick  
Rose D. Zierden



From his office, Dr. Kermit M. Stover, Superintendent of Schools, discusses the importance of the new addition to the high school building and the renovation of the original high school building in terms of a long-range program of education.

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## **PHYSICAL FACILITIES IN TERMS OF EDUCATIONAL PLANNING**

### **DR. KERMIT M. STOVER**

The Marple-Newtown Senior High School, 1965-66, with a new addition and with renovations throughout the original building, provides a modern and adequate educational facility for senior high school instruction of the highest quality. The addition and the renovations, designed by Buchart Associates of York, Pennsylvania, increase the capacity of the Senior High School to 1800 pupils. This number is more than double the capacity of the original 850 pupil building, completed in 1957 and designed by the architectural firm of Baeder, Young and Schultze.

One of the basic considerations in planning our 1800 pupil senior high school by supplementing the original building with an addition, was the desirability of developing a school plant which was not unlike that in organization and function of one planned from its inception. In order to accomplish this it was decided to make whatever renovations were necessary to the original building to provide an orderly and organized departmental plan for diversity of secondary school program offerings.

Keeping in mind the latest techniques in education, the educational planning on the part of

administrators, board members, and teachers of our school system developed facilities for the teaching of college level courses in high school, large and small group instruction, team teaching, independent learning, student research projects and teacher planning.

The first floor of the original building was renovated to house a Homemaking Suite of four rooms, a Foreign Language Department of two language laboratories and four classrooms, and a Music Department consisting of choral room and a band room. The second floor of the building was renovated to provide a Business Education Department with a distributive education room and a faculty planning center, and a Mathematics Department consisting of a faculty planning center, a student resource center and five classrooms.

Plans for the new addition included the housing of the Science, Art, English, Social Studies, Physical Education and Industrial Arts Departments. Since the library in the original building was not of sufficient size for the enlarged enrollment of the school, a library, with twice the floor space and volume capacity, was provided in the new addition. It should be noted that the new library, now seating 175 students, contains separate rooms for periodicals, reference reading, library instruction and conferences. The location of the former library was converted into offices for school district administration. Additional teaching stations in physical education (health rooms, natatorium, auxiliary gymnasium and an adaptive gymnasium) were included in the new addition. These facilities were supplemented with two additional locker rooms and a laundry.

A distinct and unique feature of the building includes teacher work areas on a departmental basis which provide each individual teacher a place to work when not in the classroom. The traditional teacher desk and chair has been replaced with a rostrum-type desk resulting in the classroom becoming a "teaching station" rather than a "teacher station". Student resource centers for the various departments enable students to carry on self-directed work in rooms equipped with study carrels and materials necessary to do student research and independent study. Another feature of the building plan is the inclusion of two large group instruction rooms each accommodating 125-135 students. Eight classrooms have also been equipped with acoustical folding doors to permit sixteen seminar groups to assemble for small group instruction.

One of the areas which shows the most striking change, however, is that occupied by the Science Department. Four classroom laboratories are specifically designed for instruction in biology, four in chemistry and three in physics. A teacher preparation room located between classrooms, is available for each teacher. Carefully planned spaces for storage of various kinds of instructional apparatus needed for physics, chemistry and biology are provided. In addition, six small laboratories, accommodating two or three pupils each, are provided for individual or small group research. An observatory for astronomy and space science, a greenhouse for biology, and an animal experimental room to implement instruction in the regular as well as the advanced courses in biology.

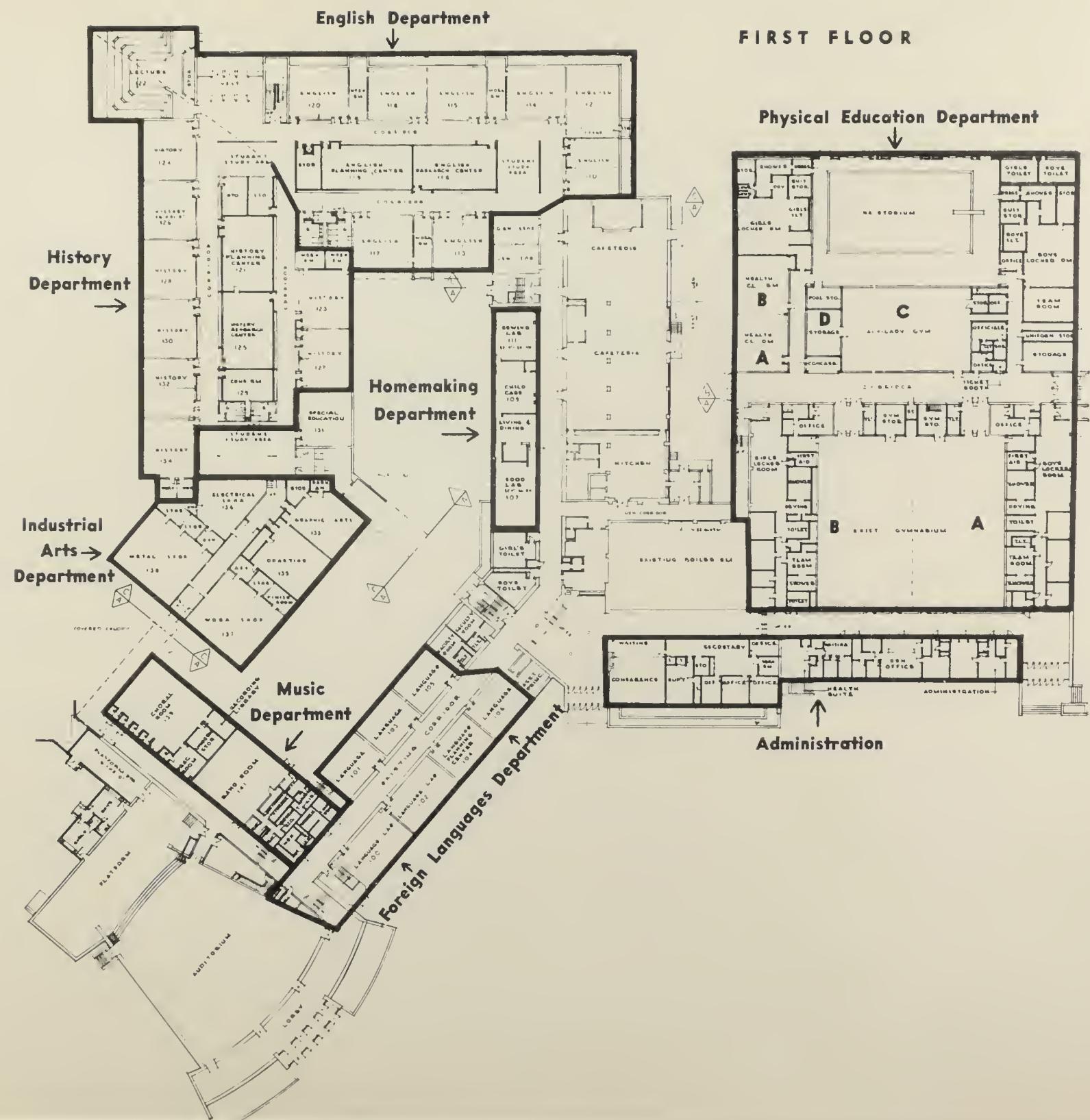
A special area designed to meet pupil needs is located in the Guidance Suite, which has offices for six guidance counselors and flexible conference rooms for group guidance and testing.

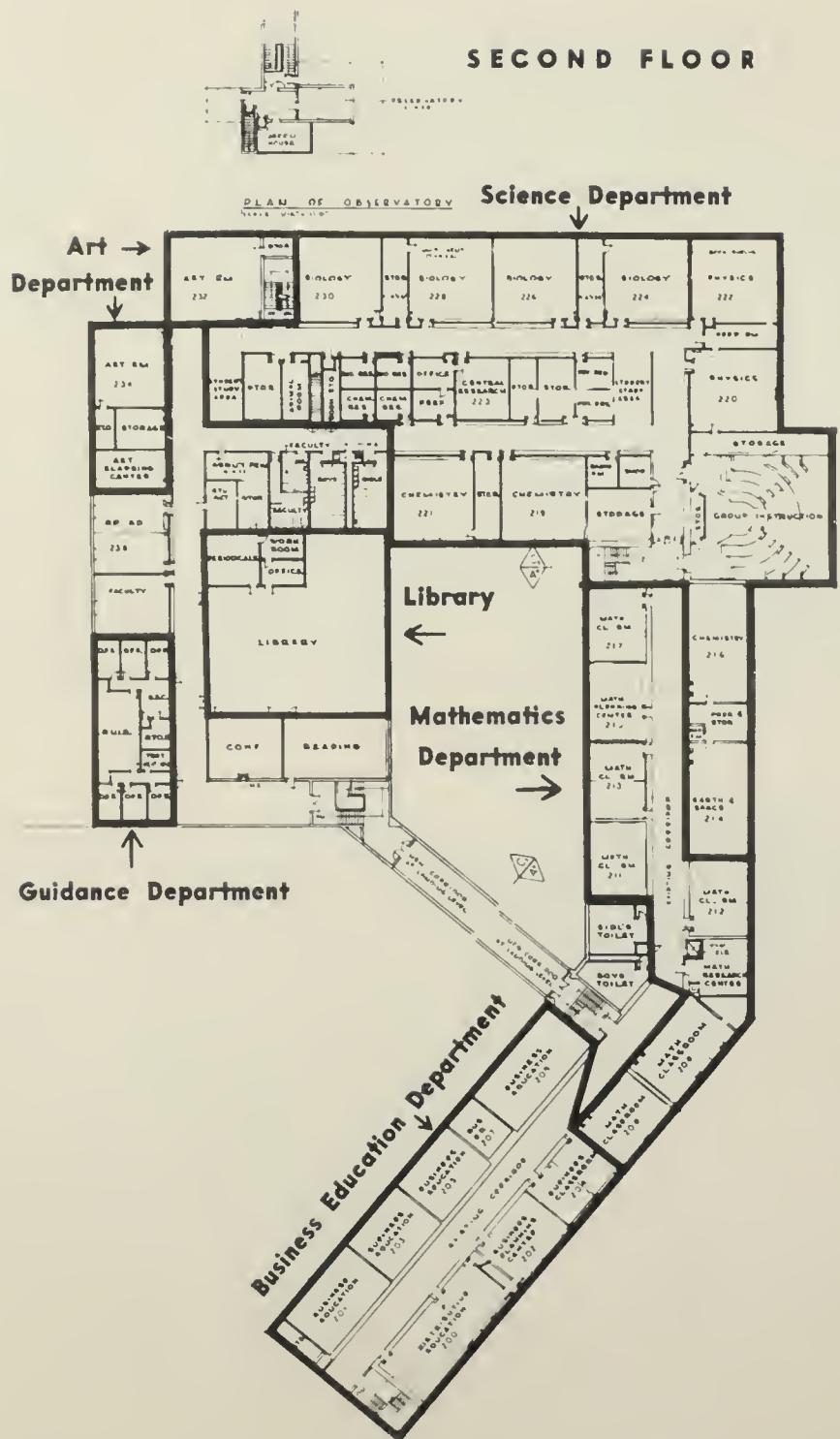
Five shop areas (metal, woodworking, electronics, graphic arts and mechanical drawing) are a part of the new addition while in the original building dressing rooms and additional stage storage rooms have been provided for the teaching of dramatics and the production of dramatic and musical events.

The cafeteria also has been enlarged to double the seating capacity and to enable the dual use of the facility not only for luncheon purposes but for socials and dancing as well.

Because of the close cooperation of a team of experts from an architectural firm and of a team of school officials at Marple-Newtown, the addition and the renovations, embodying specific ideas advanced by Marple-Newtown educators, provide the best possible education for Marple-Newtown students. The completed project built by a \$3,855,000.00 bond issue increases the number of teaching stations from 27 to 67. The building addition contains 1,938,378 cubic feet and 136,250 square feet of floor area. The unit construction costs of the building are calculated at \$1,751.00 per pupil; \$22.57 per square foot; and \$1.58 per cubic foot.

The overall planning has resulted in a quality building for quality education. The completion of this building project represents a climax at this point in the growth and improvement of the public school program in the Marple-Newtown community.







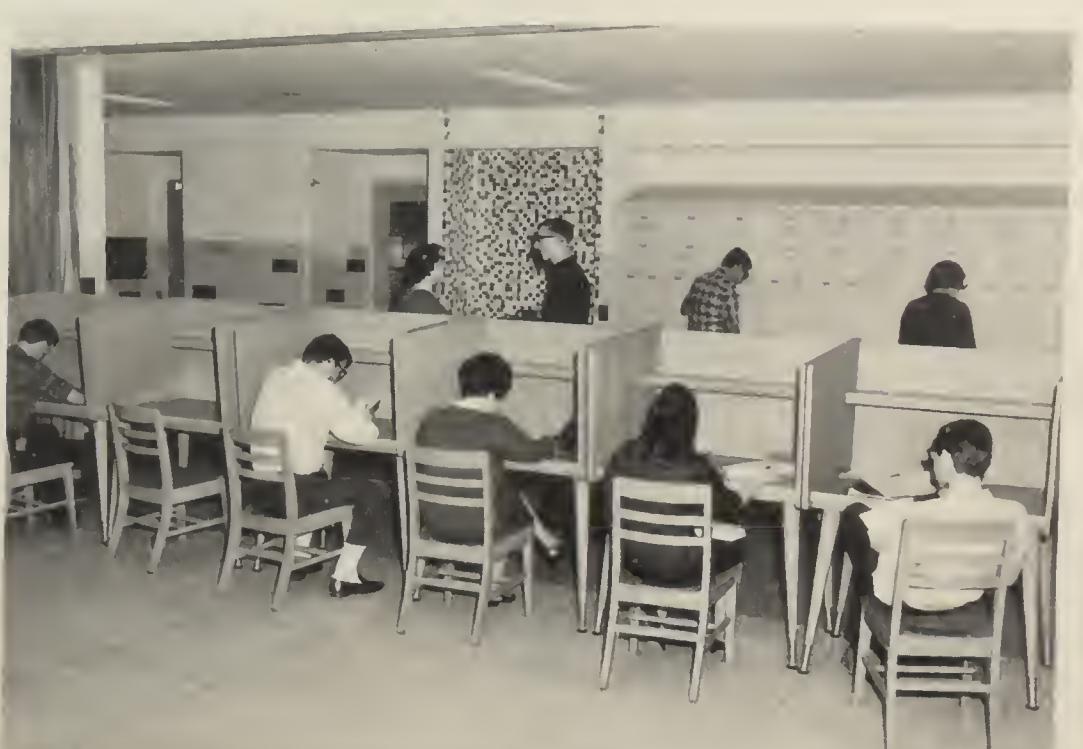
The new library permits a seating capacity and a volume capacity twice the number of the original library.



Areas for housing research materials and for both group and individual research and study adjoin most departments.



An expanded guidance facility provides students with areas for individual conferences, group conferences, and testing.



Study carrels, located in study areas, offer students additional opportunity for individual study.



Several student lounges offer a "break" in the normal routine of the students' school day.



Publication workrooms give students an area and an atmosphere in which they can publish the several school publications.



Those students with an avid interest in mathematics find the Mathematics Research Center a place in which to fulfill that interest.



The school elevator accommodates students who are handicapped.



In fully-equipped, chemistry laboratories, students investigate the many facets of modern chemistry.



The biology laboratories equip each student with a desk and a microscope in order to perform his laboratory work.



The new observatory, which contains a Tinsley 8-inch Cassegrain telescope, offers interested students study in the science of space.



In the biology preparation room, each biology teacher is assigned a desk, a file cabinet and a laboratory bench.



All physics classrooms contain areas on which the many laws of physics can be demonstrated.



The greenhouse offers students an area for the growth and study of plants.



Biology students use one of several biology research rooms for independent investigation.



The various science storage areas keep an accurate check on inventory items.

## **PHYSICAL EDUCATION**



All students of the school district receive aquatic instruction in the distinctive and unique natatorium.



After their aquatic activities, girl students make use of modern hairdryers.



A modern laundry provides a sanitary services for all physical education activities.



Remedial and modified physical education activities are taught in the adaptive gymnasium.



A modern mural depicts the many activities offered in the physical education program.



In the Graphic Arts shop students learn the many procedures involved in reproducing the spoken word on paper.



The Child Development Study Center not only provides a service for the community but also trains students to care for and to observe pre-school children.



The Distributive Education room provides an area for the practical application of the theories of selling.



The Marple-Newtown Senior High School Concert Choir rehearses in a facility specifically designed for the study of vocal music.



The Large Group Instruction Rooms permit the pooling of the diverse abilities of both faculty and student body.



The study and appreciation of art, in especially designed rooms, broadens the cultural background of the students. A special feature of this art room is that it can easily be converted for studio art use.



Teacher planning centers offer the environment and atmosphere necessary for daily and long-range planning.



In an age of fast-moving technology, the Industrial Arts program has initiated a course in electricity/electronics.

**EDUCATION FOR  
LIVING AIM OF  
MARPLE-NEWTOWN  
SENIOR HIGH SCHOOL**



We believe the function of education in our democratic society is to instill and perpetuate in its members the ideals and concepts fundamental to the principles and spirit of American democracy, with dual emphasis on the improvement of our society and the development of the individual. We further believe that education must give opportunity for every individual to develop to the maximum as an individual and to contribute to the fullest to the welfare of society. We believe that this concept implies a program of education which will provide for developing each pupil's intellectual, emotional, physical, social and spiritual entity.

The personnel assignments in the Marple-Newton Senior High School consists of ninety-one professional employees, eight secretarial and clerical personnel, fifteen cafeteria workers, seven custodians, and four matrons. Twenty-seven bus drivers provide the necessary transportation services. Also, the offices of ten district officers and eleven secretaries are located in this building. A building principal, two assistant principals, and ten department heads are responsible for the personnel administration of the senior high school staff. The ultimate purpose of this administrative team is to facilitate instruction. The teaching staff of seventy-seven professional personnel, and ten department heads who do part time teaching, constitute both the bulk of the personnel and ten dedicated heads of our educational organization.

Quality education has always depended upon quality teaching. The Marple-Newton School organization, and what is more important, the real heart of our educational facility.

District requires high standards of admission as well as high quality of service. Job descriptions, which are basic to the selection of our teachers, have been developed describing primary functions, major responsibilities, and the qualifications required to fill each position. The present staff possesses three doctor's degrees and forty-six master's degrees. The professional staff takes great care in academic preparation as well as the formulation of plans to guide learning activities.

Marple-Newton philosophy reflects a growing appreciation for the continued professional growth of teachers, supervisors, and administrators.

In endeavoring to attain the objectives concordant with our philosophy the combined efforts of a dedicated professional staff and of laymen who have a sincere interest in education will result in Education for Living for the thousands of students who will be served by the Marple-Newton Senior High School.

## PERSONNEL

We believe the function of education in our democratic society is to instill and perpetuate in its members the ideals and concepts fundamental to the principles and spirit of American democracy, with dual emphasis on the improvement of our society and the development of the individual. We further believe that education must give opportunity for every individual to develop to the maximum as an individual and to contribute to the fullest to the welfare of society. We believe that this concept implies a program of education which will provide for developing each pupil's intellectual, emotional, physical, social and spiritual entity.

## PHILOSOPHY

